

SOURCES OF LOVE AND HATE

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discharge from the ear, which was known to have no organic basis. These anxieties were then enormously reinforced by two real and traumatic experiences. An uncle with whom she was in close touch was killed by a collision on his motor bicycle, dying from a fractured skull. Secondly, her younger brother, the one of whose birth she had been terribly jealous when she was between three and four years of age, developed blood poisoning through the septic condition of a wound in his leg caused by his being pushed down. These events produced the greatest degree of anxiety in the child, and in the analysis she played out every possible device for restoring the dead uncle to life, and making the ill brother well again. Both events linked up directly in her mind with her own special anxiety of being attacked inside her head by "bad" stuff. After several days' work had been done in the analysis and the worst of the child's anxiety relieved, she then engineered for herself a similar attack on her skull from the outside, by letting herself be run into from behind by a bigger girl in a way which was obviously her own fault, and having her head bumped so as to produce a severe headache and some slight bleeding. This was the playing out of a punishment phantasy, but it was not a simple self-punishment or atonement. It was much more in the nature of (a) a testing of reality by seeing whether it was possible to receive a real blow on the head from behind without being killed, (b) a projection on to the girl who bumped her of the dangerous super-ego (guilt for hostile wishes to father and brother) inside her own head, and (c) a demonstration of her power to control the whole event, to have it in her own mastery.

Analysis of this event brought still greater relief of anxiety, as was presently shown in a new ability to express straight-forward wishes. Up to this point, the child had never dared in any connection whatever to say simply and straight-forwardly " *I want* " ; it had been far too dangerous internally to *want* anything. Now, however, she became able to say this, and even dared to stay away from the analysis just because she " wanted " to do her sums at school. Previously, whenever she had stayed away, she had felt it necessary to justify this to the analyst by saying, "My teacher said I'd better ", or " My mother said I was to ", and other similar defences against her dread of the analyst, as representing her projected super-ego.